assigned the Completion Rate of the district for accountability purposes. The All students and each student group meeting the size requirements are used in the accountability analysis. The size

Minimum size requirements with respect to Annual Dropout Rate:

• For each student group, a district or campus must have at least 5 dropouts AND a. at least 30 7th-8th graders in the group AND the group must comprise at least 10% of all 7th-8th graders; OR

b. there must be at least 50 7th and 8th graders within that group.

• For all students, a district or campus must have at least 5 dropouts AND at least 10 7th-8th grade students in membership during the school year.

Minimum size requirements with respect to Completion Rate:

• For each student group, a district or campus must have at least 5 dropouts AND a. at least 30 in the group AND the group must comprise at least 10% of students in the ninth-grade cohort; OR

b. at least 50 students in the group.

• For all students, a district or campus must have at least 5 dropouts AND at least 10 students in the ninth-grade cohort.

• For campuses that serve students in any of the grades 9–12 but do not have a Completion Rate (have not served grades 9–12 for at least 3 years) are no longer assigned the Completion Rate of the district for accountability purposes. The use of district assigned rates will be suspended until the NCES dropout definition is fully phased in.

Critical Components of the Model

• New campuses will receive an accountability rating.

• Districts have the option of pairing a campus that does not have base indicators with the district rather than with another campus.

• Exceptions: The district and campuses can move up one rating due to 1-4 assessment measures, an exception will be given based on the number of assessment measures. The measure can be no more than 5 percentage points below Recognized standard or no more than 10 percentage points below Academically Acceptable standards for math and science and 5 points for reading, writing, and social studies. No exception will be given for the same measure in 2 consecutive years. The number of allowed exceptions for Recognized and Academically Acceptable are as follows: If a district/campus has 1–4 achievement measures, no exceptions will be allowed; 5–8 measures, 1 exception; 9–11 measures, 2 exceptions; 12–15 measures, 3 exceptions; and 16 or more measures, no more than 4 exceptions. The Campus Improvement Plan must address performance on the measures which the exceptions are applied. If a campus/district is rated Recognized due to 1 assessment measure, an exception will be given if the campus/district has 10 or more measures evaluated. The measure can be no more than 5 percentage points below the Exemplary standard.

• Results from the first and second administrations of the reading test at grades 3, 5, and 8 are incorporated into the TAKS Reading/English Language Arts indicator. Results from the first and second administrations of the math test at grade 5 and 8 are incorporated into the TAKS Math indicator. For students enrolled on the same campus for both administrations of reading and math tests, the results from the administration that corresponds to that student will be used. The district indicator will include students enrolled in the same district for both test administrations.

• Results for students given a make-up test within the testing window are included in the accountability measures.

Summary of Significant Dates Related to the TEA Accountability System

May 30, 2008 District receives TAKS results for all students.

Late May, 2008 TEA publishes final 2008 Accountability Manual.

Mid July, 2008 District receives confidential preview data tables from TEA (secure web only).

Aug. 1 – 17, 2008 Appeals window.

October 2008 TEA releases final accountability ratings.

Anticipated Changes for the 2009 Accountability System and Beyond

• Commended performance will be incorporated into the ratings in 2009 as an additional label. This “commended” label will be based on results from the Gold Performance Acknowledgements on the commended indicators.

• The TAKS Student Growth measure may be used in the 2009 accountability system.

• Accountability standards will increase in 2009:

<table>
<thead>
<tr>
<th>2008 AA/Re/Ex</th>
<th>2009 AA/Re/Ex</th>
<th>2010 AA/Re/Ex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading/ELA</td>
<td>70/75/90</td>
<td>70/75/90</td>
</tr>
<tr>
<td>Writing and Social Studies</td>
<td>65/75/90</td>
<td>70/75/90</td>
</tr>
<tr>
<td>Mathematics</td>
<td>50/75/90</td>
<td>50/75/90</td>
</tr>
<tr>
<td>Science</td>
<td>45/75/90</td>
<td>50/75/90</td>
</tr>
</tbody>
</table>

Note: The TAKS (Academically Achieved) results for ELA (grade 11), mathematics (grade 11), science (grades 5, 8, 10, and 11), science (grade 5 Spanish), and social studies (grades 8, 10, and 11) will be used in the 2008 standard accountability system.

School Leaver Provision: The Commissioner of Education has ruled that the School Leaver Provision will be extended in 2008 and applied to the 2008 accountability ratings. This provision will be applied automatically by the agency prior to the release of the 2008 ratings so that the leaver indicators (either alone or in combination) cannot be the sole cause for a lowered campus or district rating. Campuses that avoid being rated Academically Unacceptable due to SLP will be subject to technical assistance team intervention requirements.

To be included in a campus’ accountability subset, a student must be enrolled on the campus on the October PEIMS Snapshot date and tested on that campus on the last applicable TAKS test for that student. Otherwise the student is not included into any campus’ accountability subset. The only exception is for students referred to Disciplinary Alternative Education Programs (DAEPs). They are attributed to their home campus. Therefore, TAKS Summary Reports do not reflect the performance of a campus’ accountability subset.

The Texas Education Agency (TEA) Accountability System is a method for evaluating school districts and campuses with regard to their student performance on certain “base indicators.” The ratings employed in the TEA Accountability System are:

• Exemplary
• Academically Acceptable
• Academically Unacceptable

To determine a campus/district’s rating, TEA examines completion rates, dropout rates, and performance on the Texas Assessment of Knowledge and Skills (TAKS) which includes the TAKS (Academically Achieved). Each of these indicators is examined for all students as well as for each student group (African American, Hispanic, White, Economically Disadvantaged).

The thirty-five base indicators for the TEA Accountability System are summarized below.
For the overall student population and each student group (African American, Hispanic, White, and Economically Disadvantaged), determine:

1. The passing rate for TAKS Reading/English Language Arts, Mathematics, Writing, Social Studies, and Science at the state passing standard;
2. 2006-2007 dropout rates for grades 7-8; AND
3. Class of 2007 Completion Rate I (Grad+Cont).

A district’s or campus’ lowest TAKS passing rate, highest dropout rate, or lowest completion rate, determines where it falls among the four possible categories. (See School Leaver Provision)

- All TAKS Passing Rates ≥ 90.0%
  - Dropout Rates ≤ 2.0% or meets RI* AND
  - All Completion Rates ≥ 95.0%

- Lowest TAKS Passing Rate <90.0% and ≥75.0%
  - Dropout Rate ≤ 2.0% or meets RI* OR
  - Lowest Completion Rate < 95.0% and ≥ 85.0%

- Required Improvement
  - For TAKS: Passing rate failing to meet Recognized Standard and ≥ 70.0% AND Current - Prior ≥ 75 - Prior
  - For Completion Rate: Completion Rate failing to meet Recognized Standard ≥ 75 AND Current - Prior (w/o GED) ≥ 85 - Prior (w/o GED)

- Exemplary
- Recognized

A district cannot be rated Exemplary or Recognized if it:
- Has one or more Academically Unacceptable campuses on the standard accountability system; or
- Has more than 200, or greater than 5%, 2006-07 students in grades 7-12 who were unreported on either the PEIMS enrollment record or PEIMS leaver record. (See School Leaver Provision)

- Academically Acceptable
- Academically Unacceptable

*Required Improvement (RI) for Dropout Rate
Beginning in 2008, there will be a single dropout rate standard for all rating categories. This district and campuses will be eligible to meet the Annual Dropout Rate criteria by either meeting the standard or by demonstrating RI. The same RI calculation will be applied to each rating. (See School Leaver Provision)

School Leaver Provision will be extended in 2008.